UNESCO

JUNE 1991

Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours !

SILK ROADS ! NO MORE TO SHARE ?

Anna RIORDANO
Palermo,
Italy

I had been looking forward to reading a full scale report on the Silk Roads Maritime Voyage, one of the most original aspects of the whole project. A number of high level specialists had apparently embarked on the journey and it seemed logical to expect their findings or reflections to be published in SOURCES in some form or other, if only as a preliminary summary. Instead, you ran a short article indicating mainly that everyone had a wonderful time. It all sounded like an exclusive tea party aboard a private yacht.

Surely there was more to it than that and plans are being made to share this *"more"* with the public ?

The scientific aspects of this remarkable voyage will certainly fill volumes and provoke much debate in the coming years. But the expedition was also an intensely human experience, which we tried to reflect in our article. The warm encounters between people from so many different nations, the exchange of knowledge made possible between scientists and intellectuals from varying backgrounds and disciplines fulfils the goal clearly set out in the project title, i.e. the Silk Roads : Roads of Dialogue - ED.

VERY POPULAR

Abdel Azim ABDEL RAHMAN
Secretary-General
Sudanese National Commission for UNESCO
Khartoum,
Sudan

UNESCO SOURCES is very popular here. In fact, SOURCES is one of our best magazines.

ABOUT THAT "GLOBAL LUNG"

Ima June BUGGE
Topeka,
Kansas,
U.S.A.

Mr. Bertrand's point (SOURCES No. 26, May 1991) is well taken about the lack of solid evidence to back up the claim that Amazonia is a *"global lung"*.

Shedding light on the role of tropical forests effecting local, regional and global climates is one of several directions of work that scientists are following with a view to valorizing the services and products that tropical forests can provide - food and fiber, new medicines, natural history based tourism, regulators of water flow and so on.

"WORDS IN COLOUR" ASTONISHING RESULTS

Francine ROCHEREUIL
Morlaix,
France

I was very pleased to read, in SOURCES No. 27, an article on *"Words in Colour"*, and the Gattegno pedagogy practised in the workshop for which I was responsible in Chilly-Mazarin.

I am now in Morlaix where I am devoting myself to making this pedagogy better known in Brittany. I am convinced, and increasingly so, that *"Words in Colour"* produces, thanks to its philosophy and as a rigorous tool, rapid and astonishing results, not only with illiterate migrants, but with French functional illiterates and children with learning problems.

I must, however, add to your article that this pedagogy proceeds with no preconceived structure, learners being the principal actors in the process.

Everything can be learned with it and in all languages : phonetics, space, rhythm, reading, vocabulary, spelling and even mathematics.

DON'T FORGET THE ELDERLY

Katrina PAYNE
Editor
HelpAge International
London, U.K.

I have just read Sue Williams' interesting article 'The Family in Flux' (UNESCO SOURCES No. 24, March 1991) based on a UNESCO sponsored international symposium earlier this year. Ms Williams is certainly correct in highlighting the growing number of elderly people in developing countries.

Your article demonstrates that the elderly population is over 90 million in China. This is not an isolated example. Every year the global total of people aged 55 and over increases by 14.4 million and 80 % of this increase occurs in the developing world. This figure is set to continue rising as life expectancy increases. Just to give two examples : in 1960, life expectancy in Kenya was 43 years; by the year 2000 it is projected to have risen to 61.6 years. In India, life expectancy is projected to rise from 43.7 in 1960 to 60.7 by the end of the century.

Increased longevity has been brought about by improved health services, nutrition levels etc, however elderly people are frequently ignored by development programmes and development planners. Traditionally, the extended family system cared for elderly people, yet this family system is breaking down, and in some regions of the world is virtually non-existent. In these instances, elderly people frequently live in real poverty with no pension, or family support.

THE BUSINESS OF JOURNALISTS...

To speak of the deontology of information, is, by definition, to speak of duties and ethics. But which ones, and determined by which authority? Rules and ethics mean responsibility. But responsibility towards who? Debate on these questions, which shook UNESCO to its foundations for a number of years, has been rekindled by two events.

Firstly, the realization that democracy and development go hand in hand. But according to various independent organizations, public authorities in at least one third of countries, particularly those of the developing world, continue to pay lip service only to freedom of expression. In such conditions, how can those charged with providing information fulfil their first duty, i.e. to inform freely?

Secondly, the media of the North has put itself under the microscope, following errors in reporting the social upheavals in Romania and the war in the Gulf, the coverage and analysis of which has drawn sharp criticism from much of the media in the South.

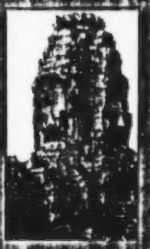
In this debate, Federico Mayor, Director-General of the only organization in the UN whose mandate also covers the media, is categoric: the deontology of information "is the business of those involved the profession only, and not that of public authorities, whether they be national or international". Mr. Mayor reiterated this position at a seminar on May 15, which was organized jointly by UNESCO and the Association media 92 and attended by media professionals, most of whom were French and who warmly approved the Director-General's stand. But beyond this, the opinions were extremely varied. Many of the professionals maintain their confidence in a system of self-censorship, on the grounds that "there are some truths that are better left unsaid". Others believe the public, in other words, the market, is the best regulatory body, or that the issue should be kept within the company concerned. Another group argues for the establishment of an "interprofessional regulatory commission".

The debate will undoubtedly continue. It is, after all, a debate which is endless, given that in a democracy - and more particularly within the world of information - nothing is ever fixed. UNESCO is also well placed to provide a "space" where, if they so desire, journalists can continue this debate without being encroached upon by those "authorized voices" that would seek to limit or orient its scope.

René LEFORT

READEX FICHE

The emblem for UNESCO's Associated Schools



The Bayon temple at Angkor

Family planning : a human right.

Cover design : © Dominique MUTIO

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BOOKS

STUDY ABROAD

The new, 27th edition of UNESCO's popular reference book contains 2,846 entries concerning post-secondary education and training in all academic and profession fields in 124 countries, valid for three academic years : 1991/92, 1992/93 and 1993/94. Trilingual in English, French and Spanish; it also provides information on scholarships and financial assistance, university-level courses, entry-level upgrading and short-term courses, training programmes, extra-mural and other continuing education programmes, student employment possibilities, and in some instances information on facilities for the handicapped.

As the preface explains, the Directory, first published in 1948, may not accurately reflect the full impact on higher education systems of the unprecedented political changes which in 1990 took place particularly in Europe. Information collected from the two previous Germanies, for instance, has been amalgamated into one chapter. Still, users are asked to help the compilers improve content and presentation by completing a questionnaire at the end of the volume. Each respondent will receive either a list of UNESCO's data bases or a copy of the UNESCO Courier.

● **Study Abroad,** *Unesco 1991, Trilingual English/ French/Spanish, 1276 pp., 92 FF.*

WORLD DIRECTORY OF NATIONAL SCIENCE AND TECHNOLOGY POLICY MAKING BODIES

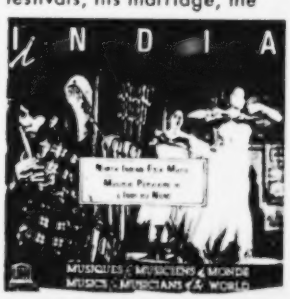
Part of UNESCO's "Science Policy Studies and Documents" series, the present volume is intended for science and technology policy-makers and analysts in government administration, research organizations and academic circles as well as for development planners. It lists Ministries or Departments of S&T, National Research Councils, Academies of Science and other bodies which, in each country, have a central policy making function at national level. Trilingual in English, French and Spanish, it is one of the Organization's clearing-house activities aimed at improving communications among national authorities concerned with S&T policy related issues around the world. The data presented is part of UNESCO's data base set up under its "Science, technology and society" programme. The content of the data base, which also includes information on research and teaching activities, is available on request in the form of computer readable products.

● **World Directory of National Science and Technology Policy Making Bodies,** *2nd Ed., UNESCO 1990, 227 pp., 80FF.*

RECORDS

INDIA : NORTH INDIAN FOLK MUSIC

In India, there is not a single aspect of life which does not have its music. Thus the villager is accompanied from birth, through work, to death by music which takes him through the seasons, accompanies his different religious festivals, his marriage, the birth of his children and the burial of his parents and grand-parents. Every region abounds with its own type of songs and colourful dances, accompanied by a large variety of instruments, drums of all sizes and shapes, tambourines, flutes, and many types of string instruments. The songs presented here were recorded in Northern India. Texts are mainly in popular Hindi dialects as is the case for the songs from Banaras. The *Qawali* and the *Sufi* songs are in Persianized Urdu, the language of the Muslims of India. Other devotional songs, the *Bhajana*, are sung in literary Hindi.



● **India : North Indian Folk Music**. *Musics and musicians of the World Series. UNESCO Collection. Auvidis/ UNESCO. Cassette 52FF. Compact 109 FF.*

PERIODICALS

MUSEUM

Museums and Sports - Olympic and Other Dimensions. A major development in the museum world over the last few years has been the emergence of museums devoted to sports. There are now about 60 of them worldwide, and sports are increasingly featured in temporary exhibits. This issue of UNESCO's quarterly **Museum** (No. 170/2/1991) leads off its survey of their successes and problems with a message, *"Visitor as explorer"*, from Juan Antonio Samaranch, President of the International Olympic Committee.

Then comes the question *"Sports in a museum"* asked, and answered, by the Director of France's National Sports Museum. Other thinkpieces include *"Sports as History"*, anthropological interpretations of sports, and sports museums as a business. There

is also a guided photo tour of the athletic heritage of ancient Greece, a visit to Benin's Olympic Museum, and many other reports from around the world. Now in its 43rd year, **Museum** appears in Arabic, English, French, Russian and Spanish.

THE UNESCO COURIER

Maps and Map-Makers. From scatched representations on cave walls to indicate the location of hunting grounds, springs, hazards and havens, to the sophisticated methods and techniques of modern map-making, the June issue of the **Courier** traces the story of cartography which it calls *"an epic of human perseversance"*, not least in *"overcoming the distorted visions and cultural prejudices inherited from each people who naturally saw itself at the centre of the universe."*

This issue also includes an interview with Argentine theatre director Jorge Lavelli and two important articles on copyright - as *"Everybody's Business"* and on the Universal Copyright Convention.

Publications and periodicals are on sale at the Unesco Bookshop, or by order from Unesco Press, 7 place de Fontenoy, 75700 Paris, and in Member States through national distributors.

"CO-OPERATE FOR A BETTER FUTURE"

Former Tanzanian President Julius Nyerere chose UNESCO headquarters on May 6 to launch the French edition of the South Commission report and, at the same time, make an impassioned plea to developing countries to intensify their co-operation if they are to *"get a place in the 21st century"*.

Known internationally as *"Mwalimu"* (Teacher), 71 year-old Nyerere, who is chairman of the 28-member commission, did not mince words on the need for democracy and respect for basic human rights as prerequisites for economic development in the South.

He said the human rights record of some countries of the South was *"not good"* while intra-trade was very low. For example, said Nyerere, trade within sub-Saharan African countries represented only four percent of their international commerce.

"Being human, the North (industrialized countries) will use their power to increase their power and will continue to make decisions which affect all of us.

"Given the world as it is, the only way the people of the South are going to influence the people of the North to make decisions that might take into account their interests is through solidarity," appealed Nyerere. *"If you want a place in the 21st century, you must work together."*

The South Commission, made up of a group of eminent persons from 26 developing countries, was established in 1987 by the Non-Aligned Movement (NAM) to boost the economic development of these nations.

JULIUS NYERERE
(Photo UNESCO/Michel Claude).

In its report, the commission studies the South's performance over the last 30 years, identifies errors and makes recommendations for the future.

Besides highlighting the importance of democracy and respect for human rights to economic development, the report identifies corruption and militarization of governments as factors contributing to lack of economic growth.

"It is not a comfortable report for tyrants of the South," Nyerere said.

He also stressed the need for self-reliance, one of the corner stones of his political philosophy and an absolute necessity *"if countries of the South want to develop in freedom.*

When you have used your internal resources to the maximum, you can still enhance your capacity to develop by co-operating with each other. When you have done all this, the north will still be there."

Ndaba Nyoni

OCTAVIO PAZ PAYS TRIBUTE TO AN OLD FRIEND

Mexican poet and winner of the Nobel Prize for Literature, Octavio Paz, was among the guests attending a ceremony at Headquarters on May 13 to pay hommage to celebrated French poet, author and former UNESCO staff member, Roger Caillois (1913-1978).

During his 26 years with the Organization (1948-1973), Caillois founded UNESCO's Collection of Representative Works and the international human sciences quarterly, Diogenes, finishing his career as Director of the Division of International Dissemination of Culture and a member of the French Academy.

During his years at UNESCO said Director-General, Federico Mayor, he worked *"in the most fertile sense of the word". "His efforts to promote knowledge of different cultures and civilizations is an outstanding example. No-one can pick up a volume of the Collection without thinking of Roger Caillois, who was its soul and spirit."*

The ceremony served as the launch of a series of events organized throughout May by several literary and cultural organizations in honour of the poet, renowned for his passion for stones.

Octavio Paz, in a moving tribute to his long time friend, recalled the pleasure of his first encounter with the Frenchman's work in 1940.

"I felt a spontaneous affinity for him - not so much with his ideas as with his attitude. Despite being separated by language, history and geography, we belonged to the same generation. We were just over 20 years old. Our youth was contemporary to the Second World War and the great crisis of our civilization. Finally, we were equally shaken and enlightened by the surrealist explosion.

"...in 1946, I finally met Roger Caillois ... I had imagined him as a subtle and ironic intellectual: a 'mandarin'. I found myself in the presence of someone direct, robust ... (who) seemed to have grown out of the depths of French soil..."

The friendship between the two men was a relationship *"woven by coincidences and differences"* remarked Paz, for whom the variety of disciplines and themes dealt with by Caillois was *"prodigious"*, best described as *"the veins of a leaf reflected in a triangular prism". "The prism decomposes, recreates and projects these veins in strange combinations that are not in the least bit irrational. A game of reflections, and at the same time a conflict of reasons."*

Sue Williams

● **Professor Jean Bernard,** member of the French Academy and Chairman of the French National Committee on Ethics for the Life and Health Sciences, was guest speaker at a public conference on Ethics and Epidemiology, held at Headquarters on May 15. While underlining the complexity of the ethical implications of scientific progress, he stressed the need to protect the privacy of the individual.

● **Homage was paid** to the late Guillermo Putzeys Alvarez of Guatemala by UNESCO Director-General, Federico Mayor, at the opening of the current session of UNESCO's Executive Board on May 21. Assistant Director-General for External Relations and former President of the General Conference, M. Putzeys Alvarez died at age 56, of a heart attack, on April 8 while on mission in Seville.

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WINDOWS ON THE WORLD ASSOCIATED SCHOOLS PROJECT

Helping young people learn to understand each other and work together for a better future, the 2511 institutions participating in UNESCO'S Associated Schools Project (ASP) are developing curriculum, exchanging students, teachers and information, forming attitudes, and spurring action (below). To show what the Project is doing, thanks to people like ASP national co-ordinators (p. 9), at all scholastic levels, on the local, national and international scene, we FOCUS this month on a nursery school near Paris (p. 14), three very different primary schools in Togo (p. 11), and the ASP in Venezuela where schoolchildren explained their activities to UNESCO Director-General, Federico Mayor, during his recent visit to Caracas. The dossier also reports on the Baltic Sea Project (pp. 15-16) through which students in six countries have joined forces to help save their threatened environment.

At the beginning of 1990, those of us working in the field of education for international understanding had the agreable impression that our modest efforts over the years were starting to bear fruit.

The Berlin wall was dismantled, Nelson Mandela had been liberated, democracy, justice and solidarity were being hailed around the world. It seemed that a new era in international relations had begun.

One year later, however, the eruption of the conflict in the gulf, the most critical international crisis since the close of World War II, served as a brutal reminder of the fragility of world peace and the need to intensify our work.

"... peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world," states the Preamble of the UNESCO Constitution.

..."Peace must therefore be founded, if it is not to fail, upon intellectual and moral solidarity".

In an attempt to build such solidarity and to further international understanding and peace, UNESCO in 1953 set up an international network of schools to experiment ways and means of enhancing the role of education in preparing young people to live in a world community.

What began as a small network of 33 secondary schools in 15 Member States, has developed into the UNESCO Associated Schools Project (ASP) currently counting 2511 educational institutions, ranging from nursery schools to teacher-training colleges in 101 countries and the number is increasing monthly.

International education is an ongoing process, requiring research, experimentation, assessment and application. It involves not only imparting knowledge and increasing awareness but it also seeks to strengthen attitudes and behaviour.

ACTION-ORIENTED

The ASP is action-oriented and concentrates on four main areas of study covering a wide range of closely related subthemes : (1) world problems and the role of the United Nations System in solving them; (2) human rights; (3) other countries and cultures; and (4) the environment.

The ASP seeks to develop educational innovations and cooperation at local, national, regional and international levels, and it is designed to have a multiplying effect by diffusing information on results achieved and incorporating innovations into the mainstream of education systems.

What starts out in the classroom often has an impact far beyond it. Examples are abundant. After studying literacy problems in Africa during International Literacy Year 1990, for instance, a school in Switzerland, the Gymnasium Muttenz, decided to launch a campaign to help build a 3-class primary school in Togo. To raise funds, the students organized car-bicycle washes, a gala evening with African musicians and a tombola, cake sales, etc..Teachers also contributed a portion of their weekly salary. In just a few days some 30,000 Swiss francs had been collected towards construction. What began in the classroom became a project involving schools and communities in two different parts of the world.

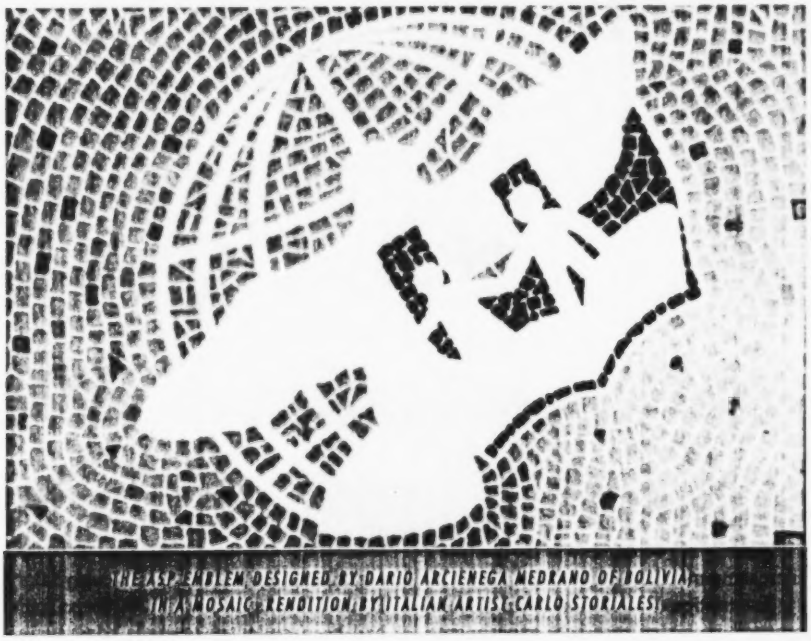
An important part of ASP work is curriculum development and the production of effective teaching units and materials. In Bolivia, following a seminar, extensive study and reflection, the ASP teacher-training institution *"Mariscal Sucre"* has prepared a teacher's handbook on *"Ecology and Environmental Education"*.

In Bulgaria, three teachers at an ASP school in Rousse have prepared a teaching manual for wide distribution in Bulgaria and abroad. Entitled *"Continuing challenges to human rights and peace"*, it is geared to a multi-disciplinary/inter-disciplinary approach.

In the area of foreign languages, a key aspect of international education, ASP teachers from 16 countries, conceived the idea for another handbook at a workshop in Sonnenberg, Germany in 1985. After several years of elaboration, *"International*

Understanding Through Foreign Language Teaching" was published in 1989.

At national level, many special events are organized. For example, the some 30 ASP schools in Costa Rica prepare an annual *"Festival of Nations"* at which each school presents the culture, way of life, music, customs, etc. of a different country. On United Nations Day (24 October), the students dressed in the national costumes of the countries studied, assemble in San Jose, the capital, for a *"Parade of Nations"*.



THE ASP EMBLEM DESIGNED BY DARIO ARCIENEGA MEDRANO OF BOLIVIA IN A MOSAIC RENDITION BY ITALIAN ARTIST CARLO STORIALES

The parade ends at the national theatre where the youngsters perform songs and dances of *"their"* chosen nation to a large audience of other children, parents and the community. Once again, what started out as a classroom activity, now involves the entire nation since the event is also well reported by the media.

In Hungary, ASP schools studied the report of the World Commission on Environment and Development, known as the Brundtland report. After considering the issues raised in the report, students from the schools carefully planned and carried out a simulated session of UNESCO's Executive Board during a national ASP encounter. Each student took the part of a different delegate to present a special national position on environmental questions. In view of their interest and enthusiasm, a group of Hungarian students was invited to attend the Board's May 1990 session, where they were greeted - and congratulated by UNESCO Director-General, Federico Mayor. Again, what began as a classroom exercise led to a national encounter, and for a few, a trip to UNESCO Headquarters in Paris.

Each region has its differences, but also its similarities, common concerns and aspirations. The ASP strives to bring together educators, teachers, young people and children from the same region.

In this way, they can learn from and about each other, and together promote education for international understanding.

ASP regional student encounters were organized in Europe in 1986 and in Latin America in 1989. Held at the height of the Cold War, the first meeting brought together some 100 students and their teachers from both East and West.

IN SPITE OF POLITICAL TENSIONS

Inspite of the political tensions at the time, the youngsters declared in their final statement that *"... as a result of this meeting, we have not only become friends but we are now one international group with the same aim. It is now our task to find means for peace, disarmament, the abolition of discrimination and effective respect for human rights"*.

We can assume that the youth of the 1980s helped to prepare the terrain for the events which began in Europe in November 1989. Plans are now underway to bring together ASP students from several Asian countries in Jakarta, Indonesia, in July of this year to share ideas and examine the specific role of young people in promoting international cooperation and peace in Asia and the Pacific.

Not only does ASP bring educators, teachers and students together to work towards a common goal. It also enables schools in various groups of countries to cooperate on projects, either at the regional level, such as the Baltic Sea Project (BSP), the Blue Danube River Project (BDR) and the Mediterranean Project or through interregional projects (IRP).

The first of these latter, involving nine countries and three regional meetings during the early 1980s, aimed at production of teaching materials for the improvement of the study of world problems, such as human rights and the economic gap between North and South.

INTERREGIONAL PROJECT

A second IRP, this time designed to enhance the multiplier effect of ASP was launched in Bangkok in December 1988. Involving 10 Member States worldwide, it was subsequently reviewed in N'Djamena, Chad in November 1990. In light of the many ongoing initiatives taken to reinforce the ASP at the national level and the incorporation of ASP achievements and innovations in the mainstream of educational systems, it was decided to prolong this IRP until 1992 so as to ensure its completion, including a number of multilateral projects related to the World Decade for Cultural Development, literacy and the environment. The third and final consultation on the IRP is scheduled to take place in Trinidad and Tobago in 1992.

The ASP strives to translate the ideals of UNESCO into action by improved educational content, methods and materials through a dynamic network of participating schools at the local, national, regional and international levels.

It is often said that the ASP serves as a *"window on the world"* for the pupil, teacher and school and as a *"window on the school"* for UNESCO. It is a Project which enables all those who take part in it to benefit mutually and to build together a better and brighter world for all.

Elizabeth KHAWAJKIE
Cultural, Humanistic and International Education Unit

☛ *For information on the ASP, contact the National Commission for UNESCO in your country.*

A LIFELONG COMMITMENT

Prepared for the task since childhood, Poland's Annuncjata Kocjan continues to devote her time and energy to international understanding.

When her mother gave 5-year old Annuncjata Kocjan French children's magazines, and engaged an English au pair, little did she guess that these early lessons in international relations would one day serve a National Co-ordinator of the Polish Associated Schools.

First of all, the lessons instilled a lifelong interest in foreign languages and cultures that later led Annuncjata to enroll at the experimental English-language secondary school in Warsaw where she was strongly influenced by one of the teachers.

"She had three passions: India, Shakespeare and UNESCO," said Ms Kocjan. *"As I recall, the boys in the class preferred studying about India. Everybody seemed to enjoy Shakespeare. But I was mainly interested in UNESCO, especially since, as part of ASP, we had a wealth of attractive and stimulating materials at our disposal."*

While still at school, Annuncjata twice took part in the English-language summer camps organized annually since 1958 for ASP students by the Polish National Commission for UNESCO and the Ministry of Education. To date these camps have been attended by about 20,000 Polish students and teachers, and over 1,500 students and 1,800 teachers, from other countries.

FRIENDSHIPS FORMED

"So many friendships were formed," said Ms Kocjan who maintains close ties around the world. *"In fact,"* she laughed, *"there was once a real threat that Poland would lose a dangerously high number of English teachers to English boyfriends they met and went off to England to marry."*

While preparing her Masters thesis on the UN at the School of Planning and Statistics in Warsaw, she joined the Polish UN Student Association (UNSA), where, as Secretary General, she often participated in activities of the National Commission for UNESCO, including preparations for the 1973 European ASP Congress.

Dr. Wladyslaw Neneman, now Poland's Ambassador to UNESCO, met Annuncjata through the UNSA and they've been friends ever since. *"She's a warm, outgoing person who immediately puts everyone at ease,"* he said. *"At the same time she's dynamic and imaginative. She can spend an evening dancing, but is also hard working and serious. And she knows how to argue her case, with no nonsense, no blablabla. If she has something to say, she'll say it. If not she won't take the floor."*

In 1976, Ms Kocjan took a position with the National Commission where she is responsible for education and acts as ASP co-ordinator for Poland's 92 Associated Schools - 10 primary and 82 secondary.

"One of my main jobs has been to help young people learn languages and meet foreigners through ASP's exchange programme and language camps. In 1976 there were only four camps. In 1991 there will be 19, two each for French, Russian and German, 12 for English, and one for the Spanish."

Convinced that a second language is indispensable in today's world, Ms Kocjan, 42, who speaks fluent English, French and Russian, and good German, is proud to note *"that a three week session in one of our camps is seen as equivalent to three years of formal language instruction. The secret,"* she says *"is in breaking down barriers. In fact, I would say that our 'campers' learn more English - or another language - on the volleyball court than in the classroom. The language is no longer a subject to be learned, but a means of everyday communication."*

Another aspect of the ASP programme is to send young Poles abroad, for instance on study visits to the U.K. or to UNESCO camps in Switzerland, or until recently, in the GDR or USSR.

"Recent political changes on the continent provide new challenges, but also new problems," she said, explaining that *"the biggest headache these days is a shortage of funds. Never has there been such a gap between the vast possibilities at hand, and the means we have for carrying them out."*

"Language capacity is crucial to ASP undertakings in many areas, as, for instance, the multi-national Baltic Sea Project. Languages are essential for congenial atmosphere and friendly co-operative relations between co-ordinators and shcools in many countries."

In order to break down stereotyped opinions and biased views, the National Commission invites foreign ASP teachers, since 1968, to attend a two-week course on Polish culture at Jagiellonian University in Cracow. It also organizes visits in other countries for Polish teachers.

"You can't deal with issues of international understanding in theory alone, it must become a practical life-long commitment," she concludes with a smile.

Maciej KUCZEWSKI,
Warsaw, Poland

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MOVING TOWARDS 100 SCHOOLS

In Venezuela's "Crucible of Cultures", ASP helps stir the brew.

This country is a crucible of cultures," said UNESCO Director-General, Federico Mayor, during a visit to Venezuela last month.

M. Mayor was in Caracas principally for a Conference on "New Roles for Higher Education", but as he later remarked to the press, the really "high" point of his busy stay was an event which took place at the other end of the educational ladder.

It was, in fact, at one of the capital's nursery schools, the Concepción Mariño in the popular Barrio San Agustín, that he was struck by the image of Venezuela as a unique melting pot, exemplary of *"Latin America's extraordinary cultural wealth."*

An ASP school since 1989, Concepción Mariño was built as a model both architecturally and pedagogically. Under the supervision of its elegant and dynamic principal, Gloria Mambié, an ASP co-ordinator who has skillfully adapted Project objectives to the pre-school level, Concepción Mariño is closely integrated with the

MESSRS MAYOR AND ROOSEN AT CONCEPCIÓN MARIÑO. (Photo: UNESCO).

community. Yet, at the same time, local problems are given an international dimension and the children closely geared to environmental concerns.

Almost from the minute the sun came up on May 1, the school was a beehive of activity and excitement. This was the Big Day which the school's over 700 boys and girls, aged four to six, had been preparing for months. Not only was UNESCO's Director-General coming to visit, but he would be accompanied by a number of personalities, including the Minister of Education, Gustavo Roosen.

Concepción Mariño was not alone. Schoolchildren and their teachers from ASP schools had come from all over country, some 15 of them traveling all night, for instance, from the distant state of Zulia in order to reach the capital by dawn.

Just after 7 a.m. M. Roosen arrived at the Caracas Hilton where he and M. Mayor talked over breakfast for about an hour, then left together for the school, just a few minutes away.

After a rousing welcome by the beaming children, dressed in bright clothes and costumes, the two men and their suite visited the gaily decorated school, then moved to the auditorium for a programme of songs and dances, including those, like the Colombian *Cumbia*, of other countries, and an elaborate presentation of "black theatre" in which small invisible hands set traditional musical instruments - the *quattro*, a four-stringed guitar, harp, maracas, etc. "playing themselves" in the air. Finally, after expressing the nation's rich and varied cultural kaleidoscope, other invisible hands "floated" big block letters to declare "Venezuela United for Peace."

HOPE FOR CHANGE

"And this is the only type of union that offers hope for change in this moment of crisis," said M. Mayor who added that, in this instance, he was *"speaking not as UNESCO's Director-General, but as a Catalan, that is as a member of a minority culture. It is only through the blending of all its cultural ingredients that a country can gain an international dimension for its culture."* And this, he insisted, was the case for Venezuela.

The ASP in Venezuela now counts 51 institutions, but, says Guillermo Quintero, Secretary-General of the National Commission for UNESCO, *"We firmly plan to increase the number of schools to 100 during 1991."*

It was in the state of Zulia, incorporating the rich coastal plains from which revenues during the "oil boom" years were poured into education, that the first schools joined the ASP under the impetus of Imelda

ANNOUNCING THE MARACAIBO MEETING

Rincón de Maldonado, Rector of the Universidad del Zulia in Maracaibo, gaining momentum the following year with strong support from the Minister of Education, Ruth Lerner de Almea, now Venezuela's Ambassador to UNESCO.

Fittingly, therefore, representatives of all the country's ASP schools will meet in Maracaibo from July 2 to 4, to celebrate the University's 100th anniversary and Venezuela's 100th Associated School.

"We will," said M. Quintero, *"encourage schools in remote, rural areas to join the ASP. They might perhaps be twinned off with older ASP schools, those which have firmly incorporated the Project's objectives, methods and attitudes, thus would act as 'big sisters' or tutors."*

"Through the ASP", he added, *"they will be able to participate in a variety of exchange programmes, such as different kinds of contests, with other schools. They will be able to enrich their curriculum with innovations and new teaching tools, and most important of all, break through their isolation by broadening their horizons, not only moving out towards their own community and country, but gaining an international dimension by learning about other cultures and the problems affecting other peoples around the world."*

Betty WERTHER

RADICAL DIFFERENCES, BUT A COMMON AIM

Three primary schools in Togo with widely varying means pursue the same goal.

Of 26 Associated Schools in the West African nation of Togo, 10 are primary and six are located in the capital, Lomé.

Three of these latter, the Public Primary Schools (PPS) of Gbényédjikopé, La Nouvelle Marche, and the private Arc-en-Ciel (Rainbow) International School, are radically different and maintain no regular contacts among themselves. Yet they are linked by a common goal - that of educating children according to the principles of peace and international cooperation.

Whereas La Nouvelle Marche counts up to 76 pupils per class, and this number can go as high as 90 at the PPS of Gbényédjikopé, the Arc-en-Ciel limits itself to 25 per class, and functions under excellent working conditions in an atmosphere particularly conducive to learning.

According to the founders, Mr. and Mrs. Rahimi, *"the personality of tomorrow's citizens must be shaped today. Nothing should be spared to achieve this goal."*

The Arc-en-Ciel has spacious, airy classrooms, tastefully decorated in bright colours. Courtyards are full of flowers and greenery, and on the playgrounds, where fighting and name-calling are rare, laughing children of 40 different nationalities seem to be having a great time as, in total harmony, they learn the principles of fraternity and tolerance under the gentle guidance of a devoted teaching staff.

CHILDREN HELP EACH OTHER

"Look," said Ayigan Kokou, the person in charge of the school's relations with UNESCO, *"how these children organize their games, exchange books, correct homework together and generally help each other without any outside prodding or supervision. Their truthfulness, honesty, sincerity and solidarity leaves us with little more to do than act as advisors."*

The near-idyllic conditions at the Arc-en-Ciel school are sorely lacking at La Nouvelle Marche. Sandwiched in between a highway and an old rail line, the building is subjected to a constant din that disturbs and distracts students throughout the day. Still its teachers continue to carry on with their lessons in reading, ethics, civics and political studies to teach the ideals of UNESCO.

At La Nouvelle Marche, Mr. Klouvi, the principal, explains that the school first began devoting class time to international cooperation in 1987 in the form of correspondence with a twin school in France. Since then it has been able to add a tiny library with books offered by the students at Lavale-sur-Vologne public school in Bruyère.

"In return," he said, *"we sent our friends there poems, stories, drawings and art objects related to culture and socio-political subjects."*

The third school, the PPS of Gbényédjikopé, offers the fewest advantages. It is a simple enclosure surrounded by trees and cacti. Its teachers have little educational equipment or teaching materials. They face overcrowded classrooms of children often from deprived families, yet muster all their energies and imagination, through conversations, a variety of cultural activities and educational games, to capture their pupils' attention and instill in them the qualities of tolerance, fairness, solidarity, acceptance and respect for others - so indispensable for the preservation of peace.

The main resources of the teachers at the Gbényédjikopé primary school remain their good will, their accessibility, their energy and their unshakable professional solidarity.

Goncalves Kwasi, responsible for the school's activities within the ASP, gave a simple illustration of constraints on staff. *"My group of 375 students gets one stick of chalk a day from the authorities, and each teacher is given two red and two blue ballpoint pens for the year,"* he said. But despite such miserable conditions, they have managed to keep up their spirits and carry on.

Of the three schools, only the Arc-en-Ciel, by the very fact of being "international," and thanks to its structure, experience and comfortable financial situation, has all the attributes necessary to offer students a truly fulfilling environment, both educationally and personally.

Maya, an 11-year-old Lebanese girl attending the Arc-en-Ciel, makes the point : *"I am sad on days when we don't have school,"* she said, *" because my classmates are also my friends and it makes me very happy to see them every day."*

During the 1991-92 school year, all three schools hope to mobilize parents and the local community around their activities, successes and problems.

CHILDREN AT THE ARC-EN-CIEL IN TRADITIONAL COSTUMES. (Photo UNESCO).

One project, elaborated at an international workshop in Lomé last March, calls for school involvement in literacy programmes, a priority for development. Proposals, for instance, have been made to set up a "One pencil, one notebook" project along lines of that launched at UNESCO Headquarters last February.

Flanger KOFFI ROGO,
Togo Federation of UNESCO Clubs and Associations,
Lomé, Togo

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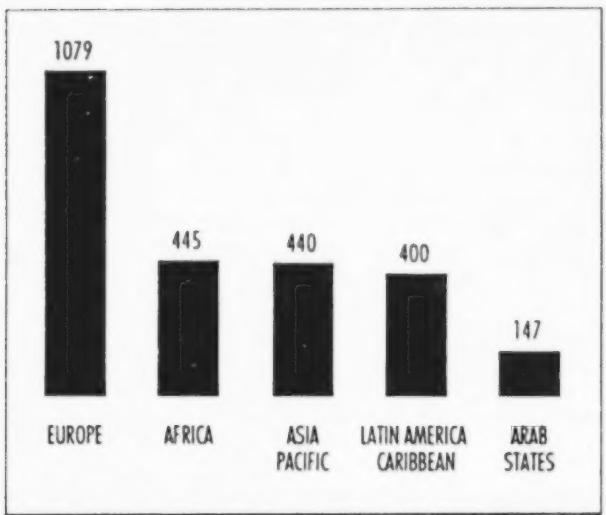
A GLOBAL NETWORK ...

From only 33 in 1953, Unesco's Associated Schools System now counts 2,511 schools around the world. Their range of activities continues to broaden as their numbers increase.



THE REGIONAL SPREAD OF ASSOCIATED SCHOOLS.

The cradle of the Associated Schools System, the European Region, which here includes Eastern and Western Europe as well as North America and Israel, has the lion's share of these schools, with 40% of the total.

Sub-Saharan Africa, Latin America and the Caribbean, and the Asia-Pacific region, are each home to a little less than one fifth of Associated Schools.

For reasons probably linked to the local context as much as to difficulties encountered by those who administer the network, the development of Associated Schools in the Arab world remains somewhat modest. Consequently, this region has been given priority by the network, as a means of expanding its reach into the developing world. Growth in this direction has been most marked in Africa and Asia over the past few years.

(Graphics : A. Darmon).

CHILDREN FROM A [illegible]

AKING RUBBINGS FROM TREE BARK (Photo UNESCO)

FROM PROBLEM TO ASSET

Building a new environment of peace and respect for human rights on the other side of France's "urban fault line".

About eight years ago just outside Paris, a small surburban militia agreed to surrender its arms. The soldiers were children, their weapons were plastic and the battlefield - their school.

They were the five and six-year-olds from the Maxim Gorki Kindergarten and Nursery School in the Paris suburb of Nanterre. They gathered their war toys from home, dumped them on the classroom floors and transformed them into fowers and birds.

Though a small, symbolic gesture, it was part of a larger challenge the school had undertaken two years earlier - to offer the children a new environment based on the notion of peace.

In Nanterre, a heavily immigrant working-class suburb, this meant, above all, learning to accept one's neighbours. Of the school's 260 children aged two to six, 45% come from immigrant families, mostly from North and Black Africa. In all, 20 to 25 countries are represented.

In 1982, Viviane Fava, one of the school's teachers, was named principal. Her first priority was to tackle the frequent playground fights which tended to break down into ethnic battles. The children would toss around the same rascist insults they heard at home or in the streets. Little by little, these insults started disappearing.

The reason? Ms. Fava had managed to turn the *"problem"* into an asset. The ethnic tension in Nanterre opened the door to dialogue, while the residents poor integration offered a way to learn about the world.

The school lies along what could be described as the fault line around urban France, dividing the well-off from the working class suburbs, where growing tension has started to erupt into violence. Such conditions would mean a nightmare for most school officials, but Ms. Fava chose to see it a *"positive"* and a *"source of wealth"*. The school's entire staff was involved in her project to create a total environment - to avoid incidents where a child who accidentally wets his or her pants would be punished by an unknowing cleaning lady, or where food restricted by some religions might turn up on the lunchtime menu.

Peace, respect for human rights and appreciation of different cultures, became the guiding principles in the attempt to reshape the way a school offers children their first lessons in life. Every occasion was seized to reinforce such values. The children sipped jasmine tea on the Chinese New year, and decorated their faces with henna at the end of Ramadan, the Moslem holy month of fasting. Music at the school ranges from jazz to African rhythms. Poetry runs from simple French works by poets like Jacques Prevert to North African litanies.

Nature is also often used to bring the notion of respect for life to children. In one project, the children planted a vegetable garden and were made responsible for its survival and growth. They later picked the vegetables and took them into the kitchen for lessons in culture and geography as they learned about different styles of cooking, as well as lessons in writing and mathematics as they worked out the recipes.

They also cared for a little menagerie of cats, hamsters, turtles and snails. *"This led to discussions about cages, life and freedom,"* Ms. Fava said.

Words, dialogue, and a free, open exchange of views remain essential for the school's programme. No subject is taboo. Problems are not ignored as the school tries to teach tolerance. It has also opened its doors to handicapped children, some suffering from Down's syndrome, macrocephalics and hemiplegics.

PARENTS WELCOME !

A major effort has also been made to involve parents. Information sheets are printed about school activities and parents are invited to the special events and holiday celebrations. They are also urged to come in and give little talks to the children about their different cultures. Some have chosen to tell a traditional story, others have brought in national dishes.

The school has become a meeting place, a social centre in an otherwise barren landscape of low-income apartment blocks. It continues to encourage initiatives from both the parents and the students. One, proposed by a group of Senegalese immigrants, led to contacts between Maxim Gorki school and N'bour-Nianing School, south of Dakar.

As for its association with UNESCO, Ms. Fava finds it far too symbolic. She has welcomed access to UNESCO's "gold mine" of resource materials, but she would like to see more practical exchanges with other schools in the Associated Schools network. Overall though, the school appears to have made positive steps towards the goal it set 10 years ago. It is apparent in the lively, happy atmosphere both in the classrooms and, particularly, at the end of the day when the entrance is jammed with parents, children and teachers who stop to talk about the latest school projects as well as their lives outside the classrooms.

A comment by an annoyed teacher at the primary school that receives Gorki's "graduates" was taken by the school's staff as a measure of its success. *"What is it with your students,"* she asked one day. *"They are impossible. They never stop asking questions!"*

Nicolas MICHAUX

BALTIC SEA PROJECT

ASP schools in all six Baltic countries are working together to save their environment.

Save the Baltic Herring", "Tomorrow Will be Too Late", or *"The Baltic Sea is Our Common Responsibility"* were among slogans which flowed in a sea of banderols towards Finland's House of Parliament, in Helsinki, on April 26. Carried by over 700 school children, they invited Members of Parliament to *"come face the facts"*. Some 50 MPs joined them, listening to their speeches and songs written by young composers for the Baltic Sea Project (BSP).

Launched by the Finnish National Commission for UNESCO in 1988, the BSP is a joint effort of two UNESCO networks: the Associated Schools Project (ASP) and the International Network in Science and Technology Education (INISTE). Nearly 150 schools in all six Baltic states are participating.

"Since scientific research is a key element, the schools are doing their own field work to learn more about and combat the drastic state of the Sea," said Lisa Jääskeläinen, National co-ordinator for the Project and Chief Inspector of the Finnish National Board of Education.

Like many closed water surfaces, the Baltic is particularly vulnerable to pollution from various sources - dense population, a high level of industrialization, intensive navigation, tourism, etc.

Accordingly, Project concerns have rapidly led to curriculum development, especially in biology, chemistry and physics classes, although, as Ms Jääskeläinen remarked *"the environmental aspects of history and geography can be equally relevant. Art is also a very useful tool for sensitizing young minds, and handicrafts, like construction of hoop nets for collecting plankton."*

BUILDING SOLIDARITY

"One of the most significant aspects of the Project," she added, *"is the solidarity it is building around a common problem, and the way it is encouraging young people to learn about and face responsibilities, while at the same time, helping raise awareness in their communities."*

While every BSP school works in its own way, a number of common programmes are reaching across borders, and laying the ground for long-term environmental co-operative action.

For one of these, entitled *"Water Quality"*, FINISTE (the Finnish Branch of INISTE), is developing methods for use even in science classes with modest resources, to carry out physical-chemical analyses of sea water, notably by making use of biological indicators.

Denmark is co-ordinating a common programme for the *"Coastal Monitoring"* of other indicators like fish eggs, insects, birds, grasses, flowers, human waste and human impact.

The IPN Institute for Science Education in Kiel (Germany) is co-ordinator for another programme called *"Users of the Baltic Sea"*, aimed at developing methods for enquiry on the practices of the people and industries of the Baltic Catchment area.

Typical among participating institutions, the Kruunuhaan lower secondary school has been studying the quality of water in the Helsinki area and observing animal and plant species, or the lack of same.

Last month, 18 pupils from the school went to Estonia to exchange ideas and results with BSP schools there.

"Our 12-year olds are particularly enthusiastic," said the Principal, Tuula Kinnunen, who recently helped them present their observations as part of an exhibition organized by Helsinki BSP schools.

Ms Kinnunen was quick to point out that schoolchildren also practice what they preach.

"You surely noticed," she said *"that the banderols and historical costumes - not only of Vikings, early Baltic Sea merchants and other characters, but also of Baltic herrings and even drain pipes - used for the demonstration, were prepared of recycled materials."*

"I am convinced," she added, *"that, most importantly, our pupils are learning new habits, not least to reduce waste to a strict minimum. Before throwing anything away, we always ask ourselves: 'Could this possibly be used for something else?'"*

A basic aim of the BSP is to encourage young people to become active in their communities. At one of Helsinki's Normal Schools, for instance, Antero Eerola, 16, describes the *"interesting and animated"* debate which took place last April when his school invited several high officials, representing both conservative and Green points of view, to discuss environment issues. The school also staged a Baltic Day last year with workshops, opinion polls, lectures and debates at Helsinki University.

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"On another, more concrete level," said Antero, *"we devoted a day to finding ways for sharply reducing the 1000 daily sheets of paper the school was using. We've also set up bins in shops to collect waste packaging materials."*

"I think our generation is assuming the right attitudes for preserving the environment, not simply sounding off with a lot of empty phrases."

This summer, a group of pupils from the Normal School will visit their twin school in Poland, and during the boat trip interview the crew about their behaviour at sea. Do they, for instance, throw waste overboard, let oil leak into the sea...?

At another school, in Oulu on the Gulf of Bothnia, pupils recently took water samples from several sources and presented them for tasting at the market place, thus forcing both citizens and the City Council to face their demands for improvement of the quality and taste of drinking water.

Among many maritime colleges participating in the BSP, the State College of Fisheries and Aquaculture in Kinjala, is particularly active.

"We have always been ecologically orientated," said the Principal, Kari Penttinen, *"but the Project has brought more challenges, especially in the areas of fish cultivation and nutrition. We now, for example, use much less phosphorus in fish food than before."*

"To develop new attitudes and awareness, one must be informed. Our students, who come from all over Finland, may not be conscious of the state of the Baltic, and in fact, may know even less about their own little 'lake'. This is why gaining broader knowledge is so important."

Next summer, as during previous summers, the Fisheries school will carry out intensive field studies. Samples of the best biological indicators will later be studied at the college's well-equipped laboratory to provide a wide look, something like a medical checkup, of the aquatic habitat.

MULTIPLIER EFFECT

Indeed, the knowledge gained by graduates of the Fisheries College and other vocational schools has a potent multiplier effect as graduates go out into the real world to ply their trades, and not only in occupations directly linked to the sea. The 60 students at the vocational school in Kokkola, for instance, will have considerable impact as future workers in many branches of industry, including paper production, a key sector for the preservation - or destruction - of the environment.

After two years, the Project has set in motion a multitude of activities, organized numerous workshops, seminars, courses, summercamps, exchange visits, etc. A Catalogue of BSP School Activities has been published by the Finnish co-ordinators who also put out a very informative Newsletter.

"The Baltic is the most polluted sea on the globe," says Ms Jääskaläinen. *"We have reason for worry. Yet one of our most serious problems is that people feel helpless and powerless. Good education can release people from such feelings. The children participating in the BSP are lucky because they are not alone with their anxieties about the future. They are learning that through participation they can break the vicious circle of powerlessness."*

"The greater the possibility for learners to participate in creating a healthy environment and a good future," she concluded, *"the more they will want to learn. The more they learn, the more relevant and effective will be their contribution."*

Tutta RUNEBERG
Helsinki, Finland

TO FIND OUT MORE...

PARTNERS IN PROMOTING EDUCATION FOR INTERNATIONAL UNDERSTANDING. A Practical Manual for Participation in the Unesco Associated Schools Project. Explains ASP, its objectives and activities, and provides full details on how to participate. 92 pp., drawings.

LIST OF PARTICIPATING INSTITUTIONS. A new computerized list of ASP institutions, with names of national coordinators and schools in each country by type (preschool, primary, secondary and teacher training, with names of directors for each. Trilingual Eng., Fr., Span., 100 pp. .

YES WE CAN...TOGETHER. A bright and lively illustrated booklet of 100 pages describing the similarities and differences between, on the one hand, Unesco's Associated School Project, and on the other, Unesco Clubs and Associations, and explaining how their respective action often converges for a common goal. In English, French and Spanish.

EDUCATION FOR INTERNATIONAL CO-OPERATION AND PEACE AT THE PRIMARY-SCHOOL LEVEL. Simple and concise indications for teachers and teacher-trainers on how to introduce an international or global perspective in primary schools, with special reference to initiatives taken in the ASP schools. UNESCO, 1983, 138 pp.

SEEDS FOR PEACE: The Role of Pre-School Education in International Understanding and Education for Peace. A guidebook for teachers and teacher educators. Full of original ideas and exciting experiments. UNESCO 1985, photos, drawings, 123 pp.

UNESCO ASSOCIATED SCHOOLS PROJECT KIT. In addition to information on ASP, contains lists of UN and Specialized Agencies, UN Information Centres, and application form.

VIDEO: "Preparing the Future", the ASP in six countries, 25'45, VHS distribution only for non-TV use.

INTERNATIONAL UNDERSTANDING THROUGH FOREIGN LANGUAGE TEACHING. A handbook. German Commission for UNESCO, 1989, 395 pp.

LOOKING AT THE ASP. A bi-annual newsletter devoted to initiatives, activities and events conducted within the framework of ASP. **INTERNATIONAL UNDERSTANDING AT SCHOOL.** A biannual bulletin published for the ASP schools.

THE BALTIC SEA PROJECT NEWSLETTER. News and information about the project. Available from BSP Newsletter, Hakaniemenkatu 2, 00530 Helsinki, Finland.

POSTERS : an ASP Poster in English "Celebrating International Days"; "R.I.G.H.T.S.". A set of six posters illustrating human rights activities of ASP schools in different parts of the world.

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Representing the earth and its atmosphere with a red dot marking the site of the Chernobyl disaster, the pin is part of an original collection of sculptures, jewellery and medals created by Pierre Cardin and marketed in aid of the UNESCO Chernobyl Programme under the theme "Chernobyl : Never Again! Priority : Environment!".

>>> UNESCO Chernobyl Programme. Telephone (33-1) 45.68.14.86/43.25.05.81.

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THE PROS AND CONS OF INTERDISCIPLINARITY were the focus of an international colloquium that gathered some 40 scientists and intellectuals from a range of disciplines, at Headquarters from April 16-19. In particular, the participants examined the concrete attempts by UNESCO to approach such questions as the environment, development and literacy in an interdisciplinary manner. *"This practice breaks with the mentality of compartmentalization,"* explained Deputy Director General of Programme, Eduardo Portella, for whom the interdisciplinary process *"combines, creates solidarity, demystifies"* and allows for a territory of knowledge without frontiers.

UNESCO SOURCES

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AFRICA'S PRESS SPEAKS OUT

Rapidly proliferating but still fragile, Africa's independent press is mobilizing to face two major obstacles: money and censorship.

"Historic!", "There's no way now you can prevent Africa's independent press from moving ahead", and heartily expressed *"Gratitude towards UNESCO and the United Nations for their role in promoting freedom of information in Africa"*: these few comments reflect the enthusiasm and hope generated by participants at the seminar "Strategies for an Independent and Pluralistic African Press" (Windhoek, Namibia, April 29 - May 3)

During the week, 70 journalists, editors, and publishers from 35 countries, and representatives of international media institutions engaged in a frank and open debate on the numerous difficulties confronting the continent's independent press. These ranged from economic barriers and training, to the recognition and effective operation of trade unions and professional organizations, and of course creation of a legal and political climate conducive to a free press.

Ten initiatives and projects identified at the seminar, many of which involve cooperation with UNESCO and other institutions, aim at fostering creation of a free and pluralistic press and guaranteeing its survival.

MONITORING ATTACKS

Among these are : creation of a documentary data bank; the setting up of structures for monitoring attacks on press freedom and the independence of journalists; reinforcement of a regional press; the financing of studies, one on the readership of independent newspapers in order to set up groups of advertising agents, the other for the creation of a central board for the purchase of newsprint; and a feasibility study for an independent press aid foundation and the raising of capital for its operating expenses.

Following the example of the Société des éditeurs de la presse privée d'Afrique francophone (SEP), created last March in Cotonou, the participants also proposed the setting up of national and regional unions of news editors and independent journalists.

Beyond these measures, censorship itself came under direct attack. "The Windhoek Declaration" in fact calls for the UN General Assembly to include in the agenda of its next session a proposal to declare censorship *"a grave violation of human rights"*, justiciable in the Commission on Human Rights.

Participants also declared that *"African states should be encouraged by the international community to provide constitutional guarantees of freedom of the press and freedom of association."*

The Declaration calls on the international community, development agencies and professional associations to give priority to direct funding support for non-governmental newspapers and periodicals that reflect the society as a whole and the different points of view within the communities they serve.

Moreover, they declared, the public media should be funded *"only where authorities guarantee a constitutional and effective freedom of information and expression and the independence of the press."*

Vigorously denouncing the situation in many countries where journalists are victims of repression - censored, arrested, detained and even murdered, they pointed out that *"today at least 17 journalists, editors and publishers are in African prisons,"* and that *"48 African journalists were killed in the exercise of their profession between 1960 and 1991"*.

THE WINDHOEK SEMINAR

Organized by UNESCO in co-operation with the United Nations Department of Public Information, the Windhoek seminar received financial support from the UN Development Programme (UNDP), Canada, Denmark, Finland, Norway, Sweden and the German Foundation, Friedrich Ebert. Support was also forthcoming from the International Federation of Newspaper Publishers (FIEJ), the International Federation of Journalists (IFJ) and the International Press Institute (IPI). Also present were 40 observers from 20 countries including China, France, the United States, the United Kingdom and Africa's public media.

"PAPER BOYS", A FAMILIAR SIGHT ON ALL AFRICAN CITY STREETS, SELLING THEIR WARES IN OUAGADOUGOU, BURKINA FASO (Photo UNESCO/F. Charofi).

More subtle, but just as perverse, they said, are *"economic and political pressures such as restrictions on newsprint, licensing systems which limit the opportunity to publish, visa regulations which prevent free movement of journalists, and limitations on the circulation of newspapers within countries and across national borders."*

On an international level, the Declaration calls on the United Nations and UNESCO, particularly through its International Programme for the Development of Communication (IPDC), to identify and examine *"the economic barriers to the establishment of new media outlets, including restrictive import duties, tariffs and quotas for such necessities as newsprint, printing equipment, type-setting and word processing machinery and taxes on newspaper sales as a prelude to their removal"*.

Other areas of research identified in the Declaration are journalist training, the state of press freedom country by country, and the establishment of a register of available funding from development and other agencies.

These propositions arose from the diagnosis of Africa's independent press reached by the participants. Its promoters are overflowing with enthusiasm and, by all accounts, the African public has revealed itself equally keen. One participant cited the example of Mali, where illiterates hire people to read aloud to them and translate articles into the local language.

However, economic conditions remain a stumbling block. In Mali, Niger and Benin, examples abound of newspapers which were started up with funds collected from family members, or from the sale of a house and even the family jewels.

Numerous also are the publications launched in the Côte d'Ivoire, Senegal, Mali and Benin and which vanished from the newstands after only a few issues had come out because of empty bank accounts.

The fact that readers tend to be limited to the capital cities and do not have the money to support the growing number of publications also tends to brake development. To that can be added a lack of professionalism in the content and presentation of information.

Passion and conviction too often overide the facts, hence the request that those working in the independent press be given access to the training programmes held under the UNESCO's West and Central Africa News Agencies Development project and usually reserved for the personnel of state publications. This project has helped train some 350 professionals from 13 countries in four years.

Diomansi BOMBOTÉ
Windhoek

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THE IMPORTANCE OF CARAVANSERAIS AND CITIES ALONG THE NORTHERN SILK ROADS" was the title of a major seminar held in Khiva (Uzbekistan, USSR) from May 2-3, marking the passage of the UNESCO Silk Roads Steppe Route expedition.

The expedition, comprising some 40 foreign specialists along with 30 Soviet experts from a range of disciplines, is the third under the Integral Study of the Silk Roads: Roads of Dialogue, and is due to wind up, after 60 days on the road, in Alma Ata on June 17 with a seminar on the Inter-relation between Settled and Nomadic Cultures on the Great Silk Roads.

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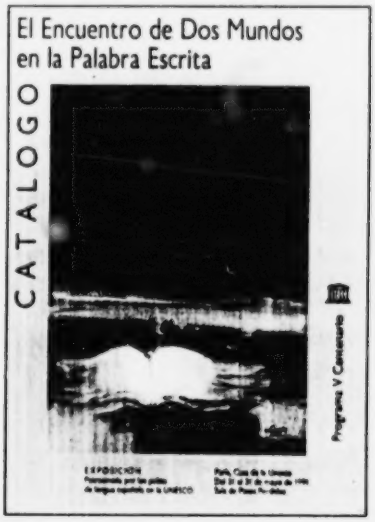
SOME 1,000 HISTORICAL, LITERARY AND SCIENTIFIC WORKS from 30 countries were included in an exhibition on *"The Encounter Between Two Worlds in the Written Word"*, which was inaugurated at Headquarters on May 21.



The exhibition is a prelude to the commemoration of the five hundredth anniversary of the arrival of Christopher Columbus in the Americas in 1492, and included facsimiles of the Italian explorer's log book, along with a wealth of other atlases, codices, chronicles and treatises.

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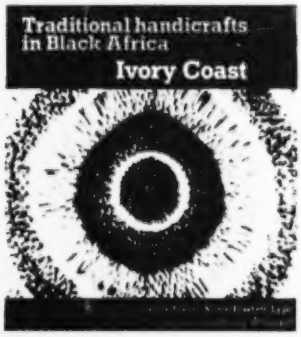
TRADITIONAL HANDICRAFTS IN THE IVORY COAST, including basketry, pottery and calabashes, weaving and dyeing, metalwork, woodwork, and including traditional architecture are presented in a richly illustrated 256-page book by Jocelyn Etienne-Nugue and Elisabeth Laget. Published by the Institut Culturel Africain in Dakar (Senegal), it is part of the collection "Traditional Crafts in Black Africa", which falls within the framework of a programme being carried out with assistance from UNESCO and UNDP for preservation of this aspect of Africa's cultural heritage in six West African countries. Available in English and French from l'Harmattan, 16 rue des Ecoles, 75005 Paris, France.



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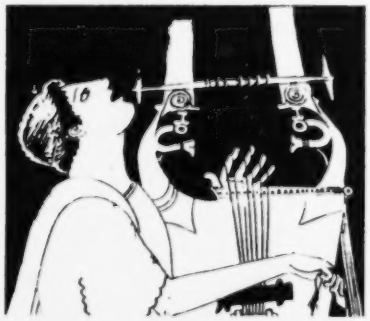
THE NATIONAL ORCHESTRA OF ATHENS, conducted by Alexandre Symeonidis, gave its first concert in Paris at UNESCO Headquarters on May 16. On the programme were : the world première of *Horos*, by Xenakis, Theodorakis piano concerto played by Elena Mouzalas, and *Variations and Fugues* on a popular Greek melody by Evangelatos.



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SAFEGUARDING ANGKOR

Peace moves in Cambodia renew hopes for the magnificent and endangered Angkor monuments.

Angkor is known worldwide for its evocation of the historic splendours of Cambodia. But the terrible conflicts the country has suffered in its recent past have led to fears for this unique complex of Hindu and Buddhist monuments.

UNESCO is one of the major centres of concern for the protection of this exceptional site. Any action has been virtually impossible over the past 20 years, but now that there is a glimmer of hope for a peaceful solution between Cambodia's warring factions, the moment has come to raise the question of Angkor again.

All parties to the Cambodian conflict, meeting in Paris in August 1989, agreed on the need for international action, under the auspices of UNESCO, to protect the Angkor temples. In the autumn of the same year, UNESCO's General Conference approved the elaboration of an *"overall action plan which would make it possible to undertake preservation and restoration work as soon as the situation permits this."*

Any specific action is, for the moment, difficult, since the Phnom Penh government is not recognized by the United Nations. Preliminary activities have nevertheless been made possible by $300,000 in extra-budgetary funding from the Japanese government. In June 1990, UNESCO organized the first-ever round table of experts on the topic, in Bangkok. Representatives of all the parties to the Cambodian conflict also attended the meeting. A further meeting is planned for September in Paris. UNESCO has also sent three preliminary observation missions to Angkor.

A SENSE OF RELIEF

"Veteran" experts from the Ecole Française d'Extrême Orient who participated have expressed a sense of relief: the temples have not suffered too much from war damage.But they nevertheless warn of threats from other perils if action is not taken to preserve the site.

According to Claude Jacques, Director of studies at the Ecole Pratique des Hautes Etudes in Paris, the temple which has suffered the worst damage is probably the one on Phnom Bakheng mountain, a military site overlooking the nearby town of Siem Reap. The temple is closed to visitors. Shelling has left craters and damaged one of the galeries at Angkor Wat.

The *" Khmer Rouge"* did not carry out a policy of destruction at Angkor when they were in power, although a few images of the Buddhas were destroyed in the name of the fight against religion.

The major peril from which Angkor has suffered is quite simply at the hands of nature. Some of the outer temples have been invaded by the tropical vegetation. Structures have been destroyed by falling trees, some of which are fifty metres high. In addition, the architectural beauties of Angkor are accompanied by serious defects: the temples are devoid of foundations and an efficient drainage system, which will lead to their collapse if adequate measures are not taken. The walls are eroded by humidity and *"stone sickness"* caused by the thyobacillus molecule, which leads to the gradual decomposition of the stones attacked. Some of the temple-mountains are under threat from landslides.

Natural damage and human negligence have also affected the hydraulic system on which the prosperity of the Angkor kingdom was based. Grass has overun much of the canal system that forms a vitally important part of the magnificent site in which the temples are set. Some experts are also worried by deforestation in the area resulting from storms as well as logging operations.

ANGKOR

Angkor is a complex of some fifty monuments covering an area of 200 sq. km in north-western Cambodia, in the province of Siem Reap. The former capital reached the height of its prosperity between the IXth and XIIIth centuries. Thanks largely to a vast hydraulic network which ensured the agricultural wealth of the region.

Angkor was more or less abandoned for five centuries. From 1908, under the French protectorate, it came into the care of the Ecole Française d'Extrême Orient, which maintained a presence on site for nearly 70 years. The Ecole's archives are open to all research workers and interested institutions.

The second and perhaps most alarming danger facing Angkor comes from vandalism and theft. The effects of this are already visible. Bas-reliefs have been subjected to wanton damage from submachinegun fire and graffiti. More tragic are the effects of looting, which is difficult to control at such an extensive site. According to Mr. Jacques, many figures sculpted in bas-reliefs have had their heads chiselled off in the Preah Khan temple for example. In other, more isolated temples in Cambodia, the thefts have reached dramatic proportions. In some cases, those responsible have clearly had the organizational capacities to get monumental works out of the country. This obviously implies the involvement of members of some armed group, not to mention the complicity of Western buyers and the connivance of some museums.

Such coveting of the Khmer art treasures is by no means new. To deter bandits, the French removed several statues from their original site to the shelter of the storerooms of the Angkor Conservation Office, sometimes leaving copies in their place. Thieves no doubt thought they had got themselves a good deal when they sawed off the head of the *"leper-king"*, but it was only a copy, with the original safely kept in the museum in the capital.

The task to protect the site is immense, ranging from the fight against vandalism and jungle-clearing to complex and costly consolidation and restoration operations. There are also many mine-fields in the region, making access to some parts of Angkor dangerous.

A small Cambodian group, followed in 1986 by an Indian team, have already begun work, cleaning the temples and carrying out restoration activities at Angkor Wat. Countries as diverse as Poland, Japan, France, Australia the United States, have shown their interest in a conservation programme. In this respect, UNESCO has a major role to play, since piecemeal projects could produce disparate and unfortunate results. Some of the work already underway is causing concern to certain specialists. For the future, problems as varied as tourist visits and how to proceed with excavations will be raised. UNESCO could facilitate co-operation between the various programmes and harmonize the techniques used, as well as providing professional training to improve local skills in a country which lost most of its skilled artisans.

There are certainly reasons for hope. If Angkor, occupied in turn by the various armed forces and now by the Phnom Penh army, has stayed on the sidelines of the war, this is no doubt because of its worldwide reputation, and its symbolic importance for Cambodians, who have made it the emblem of their nation. Significantly, all the governments and factions of whatever persuasion have decorated their flags with the towers of Angkor Wat.

Nicolas MICHAUD

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THE INTERNATIONAL ROSTRUM OF COMPOSERS has selected *"Solo per Due"*, a work for two cellos by Swiss composer Thomas Demenga, 37, and *"Iridescence"* for string orchestra by Chris Paul Harman, 21, of Canada, in the "general" and "under 30" categories.
Organized by the International Music Council with support from UNESCO, the 38th Rostrum, held at Headquarters from April 29 to May 3, included radio music producers from 34 national networks on four continents. The purpose of the Rostrum is to foster the exchange of performances of contemporary music between broadcasting organizations. For example, works chosen by producers at the 1990 session were given 500 performances by participating radios : some of the works received as many as 25 broadcasts.

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LARGE AREAS OF MANGROVE FORESTS IN THE GULF have suffered serious damage from the huge oil spill provoked by the war and are likely to die, according to scientists who visited the area on behalf of UNESCO's Intergovernmental Oceanographic Commission (IOC). Professors Olof Lindén and Arne Jernelov of the Swedish Environmental Research Institute, who travelled to Kuwait, Saudi Arabia and Bahrein, say the 500 kilometre slick has also seriously harmed coral reefs vital for the reproduction of a vast range of marine life. A group of experts will meet at UNESCO from June 12-14 to discuss the situation. Further evaluation missions are also planned in the near future.

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UNESCO WILL SEND A TEAM OF SPECIALISTS TO IRAQ in the coming weeks to evaluate the damage caused by the war. The team will focus its attention on schools, scientific institutions, mass media infrastructure, libraries, museums and archaeological sites, for which damage reports have been particularly contradictory. The mission will spend two or three weeks in Iraq, after which it will draw up a plan for reconstruction and restoration.

CHANGING DIRECTIONS

Education ministers in Latin America and the Caribbean demand an overhaul for an "exhausted" schooling system.

Despite the economic stagnation, inflation and heavy debts of the past decade, Latin America and the Caribbean has managed to keep its education system expanding, albeit modestly. It is the only region in the developing world to have done so, but authorities are far from satisfied.

"Under the traditional strategies in which the region's education systems have evolved, the possibilities of harmonizing quantity with quality have been exhausted." So declared the 22 education ministers who met in Quito from April 22-25 for the fourth session of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean (PROMEDLAC).

STUDENTS, RATHER THAN TEACHERS, MUST BE AT THE CENTRE OF THE EDUCATIONAL PROCESS. (Photo UNESCO/Dominique Roger).

Thus, *"it will be necessary to embark on a new stage of educational development to meet the challenges of changing production patterns, social equity and political democratization"*. The *"Quito Declaration"*, sets out the major directions for such a transformation.

Acting on the basis that without quality education, growth, justice and democracy can be no more than a chimera, the ministers demand that investment in this domain be given top priority and that the national resources allocated be immune from political whim and changes of government.

"A radical change must be brought about in traditional educational management" continue the ministers, in order to tailor teaching to the needs of the population.

It is also vital to *"devise and develop mechanisms and strategies for consultation"* between all parties involved in the education process; public authorities, of course, but also non-governmental organizations, private companies, the media, church bodies, trade unions, community organizations and families. Decentralization, regionalization and deconcertation have thus become key words for the reform of a system that *"does not provide for the full participation of the main protagonists in the teaching/learning process, fails to take responsibility for (its) disappointing results, does not focus actions on the priority sectors of the population and does not encourage teachers to be innovative and creative."*

Changing the system however, will have little effect if it is not supplemented by *"new classroom techniques"* and *"relevant curriculum content"*. Teachers, therefore, while being justified in their claims for better salaries, must also be ready to accept that students, rather than themselves, be at the centre of the educational process.

The ministers also underlined that while the countries of their region were prepared to make the necessary efforts to bring about internal changes, these efforts should be accompanied by the international solidarity so often promoted at meetings such as last year's Education for All Conference and the World Summit on Children.

"The commitment entered into by the international community highlights the importance of investing in individuals as a guarantee of peace and understanding among peoples. We call upon bodies working in the field of interhational co-operation to translate that determination into concrete proof of support for the programmes of education for all that the countries of Latin America and the Caribbean, individually and collectively, are promoting...".

Carlos ORTEGA

THE TIME HAS COME FOR A NEW PARTNERSHIP between decision makers, educational authorities and institutions concluded participants at a seminar held at Poitiers (France) from April 15-20. The seminar, organized by UNESCO and the Poitou-Charentes Regional Council, gathered some 100 specialists from 27 European countries and focussed on improving the relationship between education, training and employment.

FOUR NEW UNESCO CHAIRS will be established at the University of the Canary Islands, following the signing of a convention with Spanish authorities in May. The four chairs will be in the areas of marine science, democracy and peace, environment and tourism management. This is the second such convention signed with Spain this year. In March agreement was reached to set up three chairs at the University of Grenada. Negotiations are also underway with governments in several industrialized countries to establish *"joint"* chairs with UNESCO at universities in the developing nations. The first of these is likely to be established in Zimbabwe with the collaboration of the University of Utrecht (Netherlands).

A SERIES OF VIDEO PROGRAMMES is being prepared under UNESCO's Young Child and Family Environment Project, to mobilize public awareness and support for handicapped children. At this stage three programmes are under preparation with local partners in Uganda, Malawi and Sri Lanka. The videos will be aimed at community workers and parents, showing them how to help handicapped children do more and improve their education opportunities. According to available statistics, an average of one in 10 school age children needs special attention because of varying developmental delays, but only one or two per cent of them are catered for.

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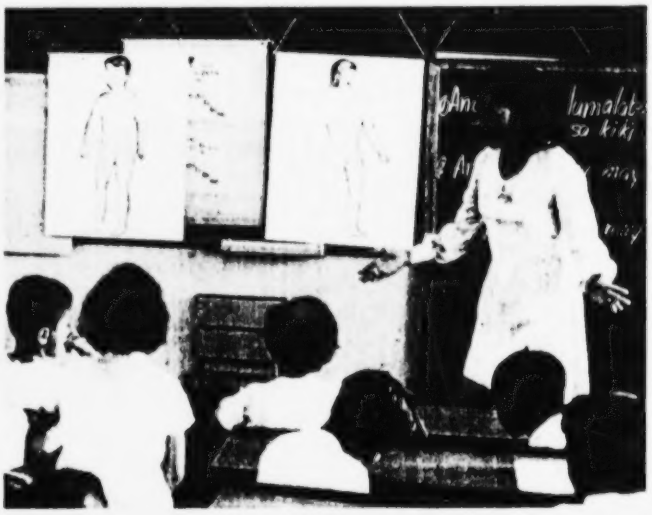
THE RIGHT TO DECIDE

Half a million women die each year as a result of pregnancy and childbirth - most of these deaths are preventable.

Some 381 million couples around the world are today choosing to plan their families. If world population targets are to be maintained, this figure must climb to 567 million by the end of the century. Even so, the United Nations Population Fund (UNFPA) predicts that by 2050, some 35 years ahead of the previously expected date, world population will have reached 10 billion and growth will continue for at least a century after that; most of it in the developing world, which is already struggling to provide housing, schools and hospitals for its present population. Hence the need for family planning services and programmes in population education and communication.



A SEX EDUCATION CLASS IN THE PHILIPPINES (Photo UNESCO/ Dominique Roger).

UNFPA reports that in east Asia, where contraceptives have become widely available, fertility rates have more than halved over the past 25 years. China and India alone claim to have "averted" 200 and 106 million births since 1979, while live births have fallen in Thailand from 6.5 to 3.5 per woman in only eight years. However, much remains to be done.

"UNESCO will place a greater emphasis on training trainers in this domain," says Raul Urzua, Director of UNESCO's Division for Population and Human Settlements. *"We will also start a programme to teach population issues in universities. Two UNESCO/UNFPA population chairs will be created during the next biennium and we would like to contribute to the preparation of text books in vernacular languages."*

The main goal is to allow people the *"right to decide"* on the number and spacing of their children. WHO figures show that half a million women die each year from pregnancy and childbirth. Of these deaths, 99% are in developing countries and most are preventable. In these same countries, three to five million children die annually, one in five of whom could be saved if births were separated by an interval of at least two years.

Some $4.5 billion is spent annually on family planning services. If international population targets are to be achieved, this sum must double by the year 2000. While this certainly represents a greater burden for everybody, it is insignificant when compared to price of no action at all. In India, for example, it costs $7,000 to provide education and health services for a child from infancy to adulthood - if the child gets that far. If the official figures showing that 106 million births have been averted since 1979 are correct, this represents savings for India of some $742 billion, which can be directly attributed to family planning. Not to mention to uncounted costs to the environment, and development prospects in general.

Sue WILLIAMS

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TRENDS IN RESEARCH ON HIGHER EDUCATION was the subject put under the microscope by some 50 experts from 15 countries at a UNESCO organized forum held in Pittsburgh (USA) from March 17-19. Participants agreed that this field, so vitally important for the future of higher education, has been largely neglected in the past, with universities and institutions being somewhat reluctant to carry out research on themselves: their missions, their structures and the way they function. They agreed to work towards launching an international network of researchers in this field, establishing international and regional data bases on research and higher education and the preparation of an international publication on the subject to be commercially distributed worldwide.

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THE MAYOR OF MADRID, Agustin Rodriguez Sahagun, President of the Consortium for the Organization of Madrid European Capital for Culture 1992 (COM 92) and UNESCO Director-General, Federico Mayor, signed a "Declaration of Intention" to cooperate, notably for protection of the cultural and artistic heritage at Paris Headquarters on April 19. The 26 Latinamerican cities which form the Consortium will also receive support from UNESCO in matters concerning the environment, literacy and basic education.

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.....LOOKING AHEAD.....

The third UNESCO-sponsored Summer School on SOLAR ELECTRICITY FOR RURAL AND REMOTE AREAS will be conducted at Paris Headquarters from July 8 to 26. It is designed for decision-makers, energy planners, engineers and technicians mainly from French-speaking Africa. The Bureau of the INTERGOVERNMENTAL COMMITTEE FOR PHYSICAL EDUCATION AND SPORT will hold its 37th session in Bogota (Colombia) from July 15 to 17. Uppermost on the agenda will be organization of the International Sports Congress for Developing Countries scheduled to take place in Sousse (Tunisia) in December. The INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION (IOC) and the World Meteorological Organization (WMO) will hold their second meeting on the Global Temperature and Salinity Pilot Project in Obninsk (USSR) from July 16 to 19. About 200 participants are expected at the Second International Symposium of ENGINEERING DEANS AND INDUSTRY LEADERS to be held at UNESCO Headquarters from July 16 to 20. The purpose of the meeting, organized by UNESCO and Ohio State University, is, among others objectives, to design programmes to assist engineering schools in Third World countries. ACCESS OF AFRICANS TO SCIENCE AND TECHNOLOGY is the theme to be addressed by some 15 specialists at a workshop in Lusaka (Zambia) from July 16 to 19. The Third Special Session of the Joint International Labour Organization (ILO)/UNESCO Committee of Experts on the Application of the 1966 Recommendation concerning the STATUS OF TEACHERS (CEART) will take place at Headquarters from July 22 to 26. The Joint Committee will, notably, evaluate progress and examine new methods for promoting application of the Recommendation. The 9th of August has been designated by the United Nations as International Day of Solidarity with the STRUGGLE OF SOUTH AFRICAN WOMEN.

OUR NEXT ISSUE will focus on movable cultural property and the international mechanisms established to facilitate its return to the country of origin and stamp out trafficking, which today ranks third only after drugs and arms dealing.

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